

## **Handout Addendum to**

**2011 Differentiated Instruction Institute:  
“Just Right—Right Now”—Across the Spectrum**

**June 1-2, 2011**

### **Assessment in a Differentiated Classroom**



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## Student Scaffolding Readiness Scale

Student : \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Category	Degree of Readiness									
Background Knowledge	1	2	3	4	5	6	7	8	9	10
<ul style="list-style-type: none"> <li>Familiarity with the content</li> </ul>	Unfamiliar					Very familiar				
<ul style="list-style-type: none"> <li>Related background knowledge</li> </ul>	Limited or none					Substantial experience				
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Mostly unfamiliar					Strong grasp of essential and related vocabulary				
<ul style="list-style-type: none"> <li>Reading Level</li> </ul>	Two or more years below					Confidently above level				
Evidence of Higher Order Thinking	1	2	3	4	5	6	7	8	9	10
<ul style="list-style-type: none"> <li>Capacity to handle choice with task</li> </ul>	Needs guidance					Performs without direction				
<ul style="list-style-type: none"> <li>Complexity of thinking</li> </ul>	Knowing Understanding Applying					Analyzing Evaluating Creating				
<ul style="list-style-type: none"> <li>Facility with abstract material</li> </ul>	Initially needs Concrete, tangible evidence					Works well with abstract examples				
Interaction with content	1	2	3	4	5	6	7	8	9	10

• Skill level	Entry	Mastery
• Ability to handle pacing of lesson	Additional time needed	Content can be compacted for acceleration
• Scope of resources used	Needs leveled readers and supplemental materials	Needs access to enrichment resources
• Level of direction needed	Step-by-step Strong support of teacher	Overview only with intermittent checks
<b>Degree of Independence</b>	1      2      3      4      5      6      7      8      9      10	
• The degree to which modeling is needed	Dependent on teacher	Independent
• The degree to which practice is needed	Needs built in practice with ongoing feedback	Can move to enrichment quickly
• The degree to which rehearsal is needed	Must teach/assess/reteach	Minimal rehearsal needed

## Student Scaffolding Readiness Scale Summary

(1, 2, 3 = Areas to be Developed are noted as “D”; 8, 9, 10 = Areas of Strength are noted as “S”)

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_ Content: Plate Tectonics Unit

Category	Angie	Brian	Caleb	Carrie	Dawson	Ellie	Freddoe	Fran	Gail	Harper	India	Jeremy	Jaleel	Lauren	Montana	Noelle	Paul	Reggie	Robbie	Serena	Stanley	Thomas	Valeri	Will	Yancy	Zeb
Background Knowledge																										
• Familiarity with the content	S		D			D					D					S		D			D				D	S
• Related background knowledge			D			D					D					S		D		S	D				D	S
	• Vocabulary	S		D		D					D					S		D		S	D				D	S
	• Reading Level	S		D		D	S				D		S			S		D	S	S	D	S			D	S
Evidence of Higher Order Thinking																										
• Capacity to handle choice with task			D			D										S		D							D	S
• Complexity of thinking			D								D					S				S	D	S				S
• Facility with abstract material	S		D								D					S				S	D				D	S
Interaction with content																										
• Skill level	S															S				S						S
• Ability to handle pacing of lesson	S	D											D			S				S		S				S
• Scope of resources used																S				S						S
• Level of direction needed	S	D	D										D			S				S		S				S
Degree of Independence																										
• Modeling is needed		D	D		D						D							D							D	
• Practice is needed			D		D						D							D							D	
• Rehearsal is needed			D		D						D							D							D	

Mr. Faber made his decision to build his groups as follows:

Group 1	Group 2	Group 3	Group 4
<p>The emphasis is on connecting to background knowledge and clarifying vocabulary terms using many visual prompts. Numerous non-fiction materials at instructional reading levels are provided with strong teacher coaching.</p>	<p>The emphasis is on building on existing knowledge of plate tectonics. Non-fiction materials at a range of levels are provided. The teacher models thinking and sets up tasks that reinforce the content. The teacher coaches and monitors progress of students.</p>	<p>The emphasis is on providing numerous resources that affirm and enhance basic knowledge. A range of tasks that build connections are provided with student choices built in. Students may work independently or with a partner. The teacher serves as a resource.</p>	<p>The emphasis is on broadening access to resources at multi-levels and expanding vocabulary and connections. Students define and identify real-life topics to be explored and work with a partner or small group. The teacher serves as a resource.</p>
<p>Caleb India Reggie</p> <p>Stanley Yancy</p>	<p>Brian Dawson Jaleel</p> <p>Gail Harper Ellie</p>	<p>Carrie Fran Jeremy Montana</p> <p>Lauren Paul Valerie Will</p>	<p>Angie Noelle Serene Zeb</p> <p>Thomas Robbie Fredddie</p>